

Teacher Preparation in California

Standards of Program
Quality and Effectiveness for the
Reading Certificate and the
Reading and Language Arts Specialist
Credential



August 1998

**Standards of Program
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Reading and Language Arts Specialist
Credential**

**Approved by the California Commission on Teacher Credentialing
April 1998**

**California Commission on Teacher Credentialing
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State of California
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April 1998**

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1996-98**

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Standards of Program Quality and Effectiveness for the Reading Certificate and the Reading and Language Arts Specialist Credential

Table of Contents

| | |
|---|-----------|
| Introduction | 1 |
| Preconditions for the Approval of Education Programs for Specialist and Services Credentials | 9 |
| General Preconditions Established by the Commission | 10 |
| Preconditions Established by Law | 12 |
| Specific Preconditions Established by the Commission for the Reading Certificate and the Reading and Language Arts Specialist Credential | 13 |
| Common Standards | 14 |
| Standard 1 Education Leadership | 15 |
| Standard 2 Resources | 17 |
| Standard 3 Faculty | 18 |
| Standard 4 Evaluation | 19 |
| Standard 5 Admission | 21 |
| Standard 6 Advice and Assistance | 24 |
| Standard 7 School Collaboration | 26 |
| Standard 8 District Field Supervisors | 28 |
| Standards Specific to the Reading Certificate and the Reading and Language Arts Specialist Credential | 29 |
| Reading Certificate | |
| Category I Program Design and Curriculum Standards | 32 |
| Standard 1 Program Design, Rationale and Coordination | 32 |
| Standard 2 Developing Fluent Reading | 33 |
| Standard 3 Comprehension and Study Strategies | 35 |
| Standard 4 Planning and Delivery of Reading Instruction Based on Assessment | 37 |
| Standard 5 Intervention Strategies at Early and Intermediate Reading Levels | 38 |
| Standard 6 Areas of Study Related to Reading and Language Arts: Certificate Level | 40 |

| | | |
|--|---|----|
| Category II | Field Experience Standard | 42 |
| Standard | 7 Application and Reinforcement Through Field Experiences | 42 |
| Category III | Standards of Candidate Competence and Performance | 44 |
| Standard | 8 Application of Research-Based and Theoretical Foundations | 44 |
| Standard | 9 Curriculum and Instructional Practices | 45 |
| Standard | 10 Crosscultural Practices | 46 |
| Standard | 11 Assessment, Evaluation, and Instruction | 47 |
| Reading and Language Arts Specialist Credential (In Addition to All of the Above Studies) | | |
| Category IV | Program Design and Curriculum Standards | 49 |
| Standard | 12 Leadership Skills and Professional Development | 49 |
| Standard | 13 Research and Evaluation Methodology | 51 |
| Standard | 14 Areas of Study Related to Reading and Language Arts: Specialist Level | 52 |
| Standard | 15 Preparation for Meeting the Reading and Writing Needs of All Students | 54 |
| Category V | Field Experience Standard | 56 |
| Standard | 16 Advanced Clinical Experiences | 56 |
| Category VI | Standards of Candidate Competence and Performance | 58 |
| Standard | 17 Professional Leadership | 58 |
| Standard | 18 Analysis and Application of Research and Evaluation | 59 |
| Standard | 19 Advanced Professional Perspective | 60 |
| Standard | 20 Meeting the Reading and Writing Needs of All Students | 61 |

Introduction

The ability to read, comprehend, and interpret all manner of texts is integral to the education of children and to the success of adults. Reading and language arts are not isolated subjects, but rather an integrated means for gaining access to subject matter insight, and pleasure. They include the ability to communicate effectively through written and spoken word, study skills, and critical thinking and analysis. A student's success in school, and often later in the work world, depends greatly on the mastery of reading and language arts skills. For these reasons, the Reading and Language Arts Specialist Credential and the Reading Certificate were created to support classroom teachers and to provide essential help to students in California's public schools.

In the 1960's, federal initiatives promoted the employment of specialist teachers of reading to prevent and correct reading difficulties. California responded by passing and establishing compensatory education programs (Fisher Bill, 1961; Miller-Unruh Reading Act, 1965; and McAteer Reading Act, 1976). The Miller-Unruh Act established reading programs in the primary grades throughout the State of California. It also provided for the nomination and certification of exemplary classroom teachers to fill "Specialist in Reading" positions. These specialists in reading provided supplemental and remedial instruction to students with reading difficulties, and they staffed the newly created reading programs. However, legislators and members of the community also recognized that there was a need to ensure that teachers and specialists who worked with students in the area of reading and language arts had advanced academic preparation.

A Task Force on Educational Reform was established in 1969 by then Governor Reagan. The Task Force strongly recommended that training in reading instruction be mandated for all prospective teachers. It also recommended the establishment of a program to provide advanced professional preparation to teachers of reading to work with students and other teachers.

In response to the Task Force report, the Ryan Act (1970) was passed. The California Commission on Teacher Credentialing was created to implement the law, to establish program evaluation guidelines and processes, and to monitor the quality of the credential programs. Educational requirements were established for all credentials in California, including reading. The Ryan Act mandated two reforms which had a specific impact on reading instruction: (1) it legislated a specific reading requirement at the preservice level; and (2) it established a separate Reading Specialist Credential, K-12, that required advanced academic work in reading instruction. In 1988, the title of the *Reading Specialist Credential* was changed to *Reading and Language Arts Specialist Credential* to better reflect the reciprocal relationship between many elements essential to successful reading, such as writing skills, comprehension skills, knowledge of

language structure, background knowledge, critical thinking skills, listening and oral language skills.

In 1995, a California Department of Education Task Force, under the direction of State Superintendent of Public Instruction Delaine Eastin, published *Every Child a Reader*. This publication reaffirmed that all students, regardless of home language or socioeconomic background, can and must have an equal opportunity to excel in reading and called for a comprehensive and balanced reading program that would include:

- a strong literature, language, and comprehension program that includes a balance of oral and written language;
- an organized, explicit skills program that includes phonemic awareness (sounds in words), phonics, and decoding skills to address the needs of the emergent reader;
- ongoing diagnosis that informs teaching and assessment that ensures accountability; and
- a powerful early intervention program that provides individual tutoring for children at risk of reading failure.

The following year, the State Superintendent of Public Instruction and the California Department of Education, the California State Board of Education, and the California Commission on Teacher Credentialing collaborated to develop a program advisory on early reading instruction. The advisory, *Teaching Reading*, provided policy direction and instructional guidance needed to support the improvement of reading achievement in California. The advisory was also designed to support Legislative statutes known as the "ABC" bills.

From the efforts of the Legislature, the educational entities listed in the previous paragraph, and federal funding for Goals 2000, there developed a comprehensive state-wide effort -- the California Reading Initiative. This movement to improve the reading achievement of California's students included: class-size reduction, additional funding for instructional materials, grants for staff development in research-based reading instruction, and the development of an assessment of beginning teacher competence in reading instruction. The Commission's role featured the work of experts in the field of reading and language arts. In April 1996, the Commission's Executive Director appointed a Technical Advisory Task Force on Teacher Preparation for Reading Instruction, and gave the Task Force members the following charge:

- (1) Advise the Commission's Professional Services Division about the content and analysis of a survey of preservice reading courses that are currently part of elementary teacher preparation programs.
- (2) Review the current preparation standards for K-12 teachers in Multiple Subject and Single Subject Credential Programs as they relate to the teaching of reading, forward the findings and recommendations of this review to the Commission's Advisory Panel for the Review of Teaching Credential Requirements (SB 1422),

and assist the Commission in achieving a prompt revision of the existing standards for teacher education programs.

- (3) Guide the Commission in establishing requirements for a new Reading Certificate for school site-level reading instructors.
- (4) Examine the current preparation standards for the Reading and Language Arts Specialist Credential, and make recommendations to the Commission based on that examination.

This charge allowed the Task Force to create a cohesive system of teacher preparation that begins with knowledge and skill in the essentials of balanced, comprehensive reading and language arts instruction, and continues through more advanced and specialized teacher preparation for work with students who need intensive interventions. The Task Force has aligned all three levels of certification to assure continuity of preparation and to ensure that all students will be taught by teachers able to offer them the best possible instruction and intervention.

The Legislature also gave the Commission the task of developing an assessment of Multiple Subject Credential candidates' skills, knowledge, and ability to teach reading. A panel was convened to design a job task analysis and to develop the exam. This assessment, the Reading Instruction Competency Assessment (RICA), was initially administered on June 20, 1998. Passage of the RICA is a requirement for obtaining an initial Multiple Subject Teaching Credential beginning October 1, 1998.

California's New Reading Certificate

In February of 1995 the Commission sponsored legislation to reinstate a reading certificate modeled after the Miller-Unruh Reading Certificate. The Miller-Unruh Reading Program was designed to help young children to correct early reading difficulties. The specific provisions of law that governed the Miller-Unruh Program "sunset" in 1987. However, under the sunset laws, funding continues to flow to school districts that provide programs consistent with the intent of the law -- to "provide a reading instruction program directed to the prevention of, and the correction of, reading disabilities at the earliest possible time in the educational career of the pupil" (Education Code Section 54101). The Commission-sponsored legislative effort has resulted in the enactment of SB 1568 and SB 1924 (Dills), authorizing the Commission to set standards for and issue a Restricted Reading Certificate. Specifically, Education Code Section 44254, enacted by these measures:

- (a) Requires the Commission to establish standards for a restricted reading certificate to enable holders of a teaching credential to provide the early and continuing development of reading and language arts skills and the earliest possible correction of a pupil's reading difficulties.*

- (b) *Specifies that the standards and qualifications for the restricted reading certificate shall include, but not be limited to, demonstrated knowledge of the following:*
 - (1) *Current and confirmed research in the teaching of basic reading skills, including research in ongoing, diagnostic techniques that inform teaching and assessment.*
 - (2) *Techniques for teaching basic reading skills that include direct instruction in phonemic awareness, direct systematic, explicit phonics, and comprehension skills.*
 - (3) *Early intervention techniques.*
- (c) *Requires that a candidate for a restricted reading certificate shall receive, within a clinical setting, guided practice in all of the skills set forth in (b), above.*
- (d) *Authorizes the Commission to issue a restricted reading certificate to holders of a teaching credential who meet the Commission's standards.*
- (e) *Defines "direct systematic, explicit phonics" as spelling patterns, the direct instruction of sound and symbol relationships, and practice in reading connected, decodable text.*

Prior to the initiation of the Reading Certificate, persons serving as Miller-Unruh Reading Specialists needed to pursue a Reading and Language Arts Specialist Credential. In response to needs in the schools, the Commission issued over 300 waivers for this credential in fiscal year 1995-96. Under the provisions of the Dills statutes, these persons could instead pursue a Reading Certificate. In addition to Miller-Unruh teachers, others who may be interested in voluntarily pursuing such a Certificate include classroom teachers serving students who are struggling with basic reading skills and strategies, and teachers serving in other categorically funded state or federal programs.

On May 1, 1997, the Commission conducted a public hearing to establish regulations for the new Reading Certificate in the California Code of Regulations, Title 5. The proposed Regulations allow for three distinct routes toward obtaining the Reading Certificate.

- The first route requires that the applicant complete an accredited Reading Certificate Program and be recommended for the Certificate by the university through which the program was completed. The program standards included in this booklet are for the purpose of accrediting such programs. The coursework components identified in the proposed Regulations include the following:

- comprehension;
 - the development of fluent reading;
 - the planning and delivery of instruction based on assessment;
 - intervention strategies;
 - related areas of study; and
 - supervised field experiences.
- The second route -- which sunsets June 30, 2000 -- requires completion of twelve units of coursework in the specific areas of reading instruction noted above, and allows the candidate to apply directly to the Commission.
 - The third route -- also involving direct application to the Commission and which sunsets two years after the initial administration of the RICA -- requires passage of the RICA at the Reading Certificate level and completion of six semester units of coursework including the following:
 - intervention strategies;
 - related areas of study; and
 - supervised field experiences.

All three proposed routes require that the following prerequisites be met prior to application for the Certificate.

- The applicant for the Reading Certificate must hold a basic teaching credential.
- The applicant for the Reading Certificate must have three years of teaching experience.

The Title 5 Regulations specify the authorization of the Reading Certificate as follows:

- Provide the following services to students at one or more school sites, at the grade levels authorized by the prerequisite credential:
 - provide student assessment in reading, and student instruction that is responsive to the assessments;
 - develop, implement and adapt reading instruction, and assist teachers with respect to the prevention and intervention of reading difficulties; and
 - develop, implement and adapt instruction, and assist teachers, to enable all students to read and comprehend the content of the curriculum.

The Commission's Advisory Task Force developed *Standards of Program Quality and Effectiveness for the Reading Certificate and for the Reading and Language Arts Specialist Credential*. The Reading Certificate portion of the Standards was designed to comprise the first half of a full Reading and Language Arts Specialist Credential Program. This "nesting" of standards allows individuals to apply coursework obtained in pursuit of a Certificate toward completion of the full credential. Included in the standards development process was a review of existing standards for the Reading and

Language Arts Specialist Credential. These Standards were revised significantly and comprise the second half of the set of standards. The Task Force presented the full set of standards, after a thorough field review, to the California Commission on Teacher Credentialing in April 1998. They were approved unanimously.

Reading and Language Arts Specialist Credential

The Reading and Language Arts Specialist Credential Program prepares individuals to play a leadership role at the school site, the school district, or the county office of education. There is an emphasis on work with students experiencing serious difficulties with reading, on providing staff development, and on offering decision-making and research skills and abilities that effect programmatic decisions.

Reading and Language Arts Specialists are prepared to work with students in multiple settings and to perform multiple roles. These include:

- (1) Assistance and Support for the Classroom Teacher -- The Reading and Language Arts Specialist provides indirect service to students by working with the classroom teacher. The specialist does demonstration teaching and group and individual-specific curriculum planning. These responsibilities may include organizing and managing the language arts program, designing student activities and/or using technology in the reading program. The specialist is able to assess the use of effective teaching strategies for the purpose of assisting the teacher in creating a literacy learning environment.
- (2) Selection, Adaptation, and Application of Instructional Materials -- The Reading and Language Arts Specialist can provide leadership in the textbook selection process by developing an organizational plan and providing guidance in the application of textbook selection criteria. The Reading and Language Arts Specialist knows the wide variety of materials that are available and is skilled at selection and adaptation of commercial materials and designing teacher-made materials.
- (3) Staff Development and Inservice Education -- The Reading and Language Arts Specialist has the communication and interpersonal skills to work effectively with teachers. They can plan professional development activities, including inservice education programs and serve as workshop or seminar leaders for teachers, administrators, school board members, parents and members of the community. They also continue to grow as professionals.
- (4) Assessment of Student Progress and Monitoring Achievement -- The Reading and Language Arts Specialist has clinical training and can assist teachers in assessing student needs and providing appropriate instruction. Assessment informs the decision that must be made about how best to help students.

- (5) Direct Intervention Work with Students -- The Reading and Language Arts Specialist is prepared to provide direct services to students and to guide students to attain a level of independent reading and writing that includes comprehension and critical thinking skills.
- (6) Work with the School, School District, and/or County Office of Education -- The Reading and Language Arts Specialist has the ability to work with the school, the school district and/or the county office of education to design effective reading and language arts programs through the establishment of goals, objectives, and learning activities. This includes textbook evaluation and the sequencing, articulation and coordination of instruction. The Reading and Language Arts Specialist can assist in the evaluation of program effectiveness and assist in making the necessary modifications.

Because the Reading Certificate Program comprises the first half of the Reading and Language Arts Specialist Program, it follows that the prerequisite requirements for the Certificate outlined in the Title 5 Regulations also apply to the full Reading and Language Arts Specialist Credential. Those requirements are:

- a basic teaching credential, and
- three years of teaching experience.

Relationships Between the Reading Certificate and the Reading and Language Arts Specialist Credential

The Commission's Technical Advisory Task Force on Teacher Preparation for Reading Instruction examined relationships between the roles of individuals who obtain the Reading Certificate and those who earn the Reading and Language Arts Credential. Some distinct differences in role and authorization emerged.

- The holder of the Reading and Language Arts Specialist Credential may provide staff development at the school, school district, or county level. The holder of the Reading Certificate may adapt reading instruction and assist teachers at one or more school sites.
- The holder of the Reading and Language Arts Specialist Credential may play a leadership role in materials and program selection at the school, school district, and county level. The holder of the Reading Certificate may play a consultative role in materials and program selection at the district and county level and may take leadership responsibility within the more limited realm of the school site.

The Task Force viewed the certificate and the credential as two parts of a continuum in providing services to students and teachers in the area of reading and language arts. With this continuum in mind, the Task Force members felt that a "nested" program would serve candidates and K-12 students well.

Standards of Program Quality and Effectiveness for the Reading Certificate and the Reading and Language Arts Specialist Credential

The following document is comprised of three sections.

- Preconditions Established by the Commission which must be met by the institution;
- Common Standards and Related Questions which provide a basis for overall institutional quality and support of the specific program; and
- Standards of Quality and Effectiveness for the Reading Certificate and the Reading and Language Arts Specialist Credential which outline the specific components needed for program accreditation.

The "Self-Study Report," written for the purpose of initial program accreditation, must address each section in depth. The report should include a narrative that includes information on how each precondition or standard is met by the institution. Important points in the narrative must be supported by materials included in a substantial set of appendices. Initial documents will be reviewed by a panel of reading and language arts experts appointed by the Executive Director of the California Commission on Teacher Credentialing.

The "Self-Study Report" should be up-dated prior to the institution's full accreditation visit by members of the Committee on Accreditation's Board of Institutional Reviewers.

Preconditions for the Approval of Education Programs for Specialist and Services Credentials

Most associations that accredit postsecondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution or approving its programs or schools. Preconditions determine an institution's *eligibility*. The actual *approval* or *accreditation* of programs, schools or institutions is based upon standards adopted by the association or licensing agency.

There are two categories of preconditions: (1) those established by State laws such as the need for fingerprint clearance; and (2) those established by Commission policy such as the requirement that the sponsoring institution be fully accredited by the Western Association of Schools and Colleges (WASC). The preconditions were approved by the Commission in November 1986. Institutions that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response, others will require a detailed and thorough response. For example, a response to precondition 5 should include a list of faculty members who will be required to participate in the public schools and a three-year schedule explaining when each will be expected to perform this responsibility.

Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.
- (2) **Responsibility and Authority.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, the institution shall provide the following information.

 - (a) Identify the academic position within the institution's organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution (including credential programs offered by the extension division, if any).
 - (b) Provide a description of the reporting relationship between the position described in (a) and the managers who coordinate each credential program offered by the institution. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.
- ((3) **Personnel Decisions.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (4) **Demonstration of Need.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (5) **Practitioner's Participation in Program Design.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

- (6) **Commission Assurances.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
- (7) **Requests for Data.** To be granted continuing accreditation by the Committee on Accreditation as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

Preconditions Established by State Laws

Each program of professional preparation that leads to the issuance of Reading Certificates and Reading and Language Arts Specialist Credentials shall adhere continually to the following requirements of California State laws.

- (8) **Faculty Participation.** Each faculty member who regularly teaches one or more courses relating to instructional methods shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*

- (9) **Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. *Reference: Education Code Section 44320 (d).* (Candidates holding prerequisite credentials have already undergone fingerprint clearance.)

**Specific Preconditions Established by the Commission for the Reading Certificate and
the Reading and Language Arts Specialist Credential**

(California Code of Regulations, Title 5 §80014)

- (10) Prerequisite Teaching Credential.** A college or university that operates a program for the Reading Certificate and/or the Reading and Language Arts Specialist Credential shall determine, prior to recommending a candidate for the credential, that the candidate possesses a valid teaching credential as specified in Education Code Section 44203(e).
- (11) Teaching Experience.** A college or university that operates a program for the Reading Certificate and/or the Reading and Language Arts Specialist Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified completion of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency credential or permit.

Common Standards

The Common Standards deal with aspects of program quality that are the same for all credential programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. For each Common Standard, questions are included which will assist team members during training and continuing accreditation reviews. The questions can also be used by institutions as they reflect upon the quality of their programs and for assistance in the preparation proposals for initial accreditation of programs and self-study reports for continuing accreditation. Included with the Common Standards are particular common standards issues which must be addressed for internship programs. Those are found in italics. Common standards issues which must be addressed for Multiple and Single Subject Emphasis programs follow each Common Standard.

Commission on Teacher Credentialing

Adopted May 3, 1993

(Revised June 5, 1998)

Common Standards

Standard 1

Education Leadership

The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How clear is the leadership's vision for the preparation of educators? How well does this vision shape the design and delivery of each credential program? What evidence is there that the leadership of the institution supports the goals and purposes of each program?
- How well does the leadership of the institution develop a unified sense of teamwork among the administrators of sub-units, including credential programs?
- How clear are the lines of authority and responsibility for the management of each credential program? In what manner are program coordinators involved in appropriate decision-making bodies within the institution?
- How prompt is the leadership of the institution in addressing and resolving problems in credential programs that are amenable to administrative solutions?
- How frequently and openly does the institutional leadership confer with the faculties who teach credential candidates and supervise their field experiences?

- To what extent is institutional leadership seen as an advocate for the credential programs within the institution, the education profession as a whole, and the local school community?

Internship Programs

For an internship program: Each participating school district works with the institution to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district.

Standard 2

Resources

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How adequate are personnel resources (including sufficient numbers of full and part-time positions for instructional faculty, field supervisors and support personnel) to staff each credential program and maintain its effectiveness?
- How well does the institution provide a critical mass of faculty resources to provide breadth and depth of expertise to support an effective program of instruction and supervised field experience in each credential area? Do credential candidates have sufficient opportunity for contact with faculty members?
- To what extent do faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, computers, media, and instructional materials? Are these resources sufficient and adequate?

Internship Programs

For an internship program: Each participating school district works with the institution to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, it is important that the school district provide sufficient resources, in addition to intern salaries, to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.

Standard 3

Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How effectively does the institution ensure that each credential program course and field experience is assigned to a faculty member who has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program?
- How does the institution develop and utilize recruitment policies and goals to ensure the equitable hiring of faculty in credential preparation programs?
- How does the institution ensure that all faculty members and field supervisors have current knowledge of schools and classrooms that reflect the cultural diversity of society?
- How well does the institution follow equitable procedures for the identification of effective and ineffective course instructors and field supervisors?
- What procedures are in place to remove ineffective course instructors and field supervisors from their assignments in credential preparation programs? How consistently are the procedures applied?
- How does the institution recognize excellence as a teacher, supervisor, and/or advisor in appointing, promoting and recognizing faculty members?
- How does the institution ensure that all faculty members (full time and part time) have access to adequate resources for their professional development,

including resources to support research, curriculum study and program development?

Standard 4

Evaluation

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent is the evaluation system based upon criteria that are related to the design, rationale, goals and objectives of each program, and to the competence and performance criteria that are used to assess candidates in the programs?
- How does the institution collect information about each program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their program completion? How comprehensively and frequently is information compiled?
- In what manner is evaluation information used to make qualitative decisions about credential preparation programs?
- As improvements in programs are considered, to what degree are they based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to each credential area, and the identified needs of schools and districts in the local service region?
- In what ways are meaningful and substantive opportunities provided for professional practitioners in multiple credential areas and persons who represent the diversity of the community to be involved in program evaluation and development activities?

Internship Programs

For an internship program: The system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with district representatives, participate fully in the development and evaluation of the internship program. The ongoing evaluation and development system includes substantive involvement from the institution, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.

Standard 5

Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Commission-Adopted Credential Program Admission Requirements

Multiple and Single Subject Credential Programs - As a group, candidates admitted into the program each year have attained the median or higher in an appropriate comparison population on one or more indicators of academic achievement selected by the institution. Each individual has personal qualities and preprofessional experiences that suggest a strong potential for professional success and effectiveness as a teacher.

- For *BCLAD* Emphasis Programs, *BCLAD* candidates must be assessed for language eligibility for entry into the program.
- For Middle Level Emphasis Programs, candidates must have academic preparation in two or more subjects at a level equivalent to a supplementary authorization that may be joined in a core curriculum.

All Internship Programs - *Each internship candidate has had prior experiences and personal qualifications to enable candidates to perform at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.*

General Advanced Credential Program Admission Requirements - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

Library Media Teacher Credential Program Admission Requirements - Candidates admitted into the program have met requirements that are comparable to those of other advanced programs at the institution and have demonstrated professional qualities and experiences that indicate a strong potential for professional success and effectiveness as a library media teacher.

Health Services/School Nurse Credential Programs Admission Requirements - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each admitted candidate holds valid licensure as a registered nurse in California and the appropriate academic degree as determined by the institution. Each individual has personal attributes and professional skills that suggest a strong potential for professional success and effectiveness as a school nurse.

Preliminary Administrative Services Credential Programs - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution. Each individual has a record of professional accomplishment demonstrating leadership potential, and exhibits consistent adherence to moral and ethical standards of behavior.

Professional Administrative Services Credential Programs - Candidates are admitted into the program in a timely way, once it has been determined that they have successfully completed academic programs for the Preliminary Administrative Services Credential that have been approved by the Committee on Accreditation, or have completed the equivalent at an out-of-state institution, and are employed by a local educational agency in an administrative position.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent are the admission criteria and procedures clearly described and available to prospective candidates for credentials?
- What are the multiple measures used by the institution to define the academic achievement and professional potential of credential candidates?

- For the basic teaching credential programs, does the institution define an appropriate comparison group? Does each admitted candidate have an undergraduate GPA that is above the median GPA for the comparison group?
- For advanced credential programs, does each admitted candidate meet the institutional standards for graduate study?
- How does the institution determine and evaluate each applicant's personal qualities and preprofessional qualifications, for example, personal interviews with candidates, written evaluation of candidates' prior experiences with children and youth, and prior leadership activities?
- What alternative criteria and procedures are used to encourage admission of candidates from underrepresented groups?
- To what extent do the institution's recruitment and admissions policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity and disability and to encourage admission of candidates from the institution's service area?
- How do the admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to those from diverse ethnic, cultural and socio-economic backgrounds?

Standard 6

Advice and Assistance

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the institution ensure that student services, including academic advisement, professional assessment, personal counseling and career placement services are provided by qualified individuals who are assigned those responsibilities?
- Are student services provided equitably and made available when the candidates need them?
- In what manner does the institution provide (a) advice regarding the realities and opportunities for entry into different areas of professional service and (b) assistance for candidates in the pursuit of employment upon completion of their programs?
- What special opportunities are provided for candidates who need special assistance? How are candidates provided with information about the availability of special assistance?
- How does the institution review each candidate's competence at designated checkpoints, inform the candidates of their status, provide opportunities for corrective learning, and only then dismiss those who are determined to be unsuited for professional service?
- How are the requirements for each credential program and information about available services made accessible to prospective and current candidates?

- How well does the institution ensure that each candidate is informed in writing early in his/her program about the program's prerequisites, coursework requirements, field experience requirements, and the specific deadlines for making satisfactory progress in the program? How are candidates informed about the legal requirements for state certification? How are they also informed about the individuals who are available to provide services to them?
- In what manner is each candidate informed about institutional grievance and appeal procedures?

Internship Programs

For an internship program: Faculty from the institution develop an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new teachers hired by the district. Specifically, they should have an individual plan for professional development and the support of one or more mentor teachers. The individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.

Standard 7

School Collaboration

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- For each credential preparation program, to what extent does an effective and ongoing system of communication and collaboration exist between the institution and local districts and school sites where candidates are placed for their field experiences?
- To what extent does the institution, in consultation with local administrators and teachers, have clear, explicit criteria for the selection of schools and district field experience supervisors? How effectively does the institution seek to place candidates in self-renewing schools in which the curriculum and the staff develop continually?
- To what extent is there a description of the fieldwork/clinical experience options that are available and how those options correspond to the organizational structure and academic requirements of each credential program?
- How does the institution ensure that each credential candidate's field/clinical experiences are planned collaboratively, involving the candidate, school district personnel and institutional personnel?
- How thoroughly does the institution periodically review the suitability and quality of all field placement sites?
- To what extent does the institution review each candidate's fieldwork/clinical placement to ensure that candidates are assigned to appropriate sites supervisors?
- How well developed is the institution's plan and rationale for the sequence of field experiences in each credential program?

Internship Programs

For an internship program: The very nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors of interns, placement of interns in teaching positions and shaping and evaluation of the internship assignments.

Standard 8

District Field Supervisors

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How does the institution ensure that each candidate's field experiences are supervised by district personnel who have state certification, academic preparation and successful experience in the credential area? How do they determine that they have remained current with changes in the profession and the student population?
- How thoroughly and promptly does the institution provide for the effective role-orientation and supervisory training of each district field experience supervisor.
- To what extent does each district field experience supervisor demonstrate skills in observation and coaching techniques and in ways of successfully fostering learning in adults?
- How are fieldwork/clinical experiences evaluated collaboratively, involving the candidate, school district personnel and institutional personnel?
- To what extent does the institution recognize and reward district field experience supervisors for their services, through letters of recognition or incentives, such as tuition credits, conference attendance allowances, or instructional materials?

Internship Programs

Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated,

recognized and rewarded by the institution and/or the district. Support personnel are particularly important because interns do not have the benefit of the assistance of a cooperating (supervisory) teacher as a student teacher would have.

Standards Specific to the Reading Certificate and the Reading and Language Arts Specialist Credential

Two-Level Structure of the Credential Standards

The topics listed below do not necessarily denote separate courses within the Reading Certificate and Reading and Language Arts Specialist Credential Programs. The topical components will often serve candidates best when they are integrated thematically and effectively throughout the program.

Part A: For Completion of the Reading Certificate (12-16 Semester Units: First Half of the Certificate-Specialist Program)

Category 1: Program Design and Curriculum Standards

- (1) Program Design, Rationale and Coordination
- (2) Fluent Reading
- (3) Comprehension and Study Strategies
- (4) Planning and Delivery of Instruction Based on Assessment
- (5) Intervention Strategies at Both Early and Intermediate Levels of Reading
- (6) Areas of Study Related to Reading and Language Arts: Certificate Level

Category 2: Field Experience Standard

- (7) Application and Reinforcement Through Field Experiences

Category 3: Standards of Candidate Competence and Performance

- (8) Application of Research-Based and Theoretical Foundations
- (9) Curriculum and Instructional Practices
- (10) Crosscultural Practices
- (11) Assessment, Evaluation, and Instruction

**Part B: For Completion of the
Reading and Language Arts Specialist Credential**
(In Addition to All of the Above Studies)
(12-16 Semester Units: Second Half of the Certificate-Specialist Program)

Category 4: Program Design and Curriculum Standards

- (12) Leadership and Professional Development
- (13) Research and Evaluation Methodology
- (14) Areas of Study Related to Reading and Language Arts: Specialist Level
- (15) Preparation for Meeting the Reading Needs of All Students

Category 5: Field Experience Standard

- (16) Advanced Clinical Experiences

Category 6: Standards of Candidate Competence and Performance

- (17) Professional Leadership
- (18) Analysis and Application of Research and Evaluation
- (19) Advanced Professional Perspective
- (20) Meeting the Reading Needs of All Students

Part A

**Standards of
Quality and Effectiveness for the
Reading Certificate**

- | | |
|--------------------|--|
| Category 1: | Program Design and Curriculum Standards |
| Category 2: | Field Experience Standard |
| Category 3: | Standards of Candidate Competence and Performance |

Reading Certificate

Category 1: Program Design and Curriculum Standards

Standard 1

Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as teachers, candidates need to experience programs that are designed cohesively on the basis of a sound rationale, and that are coordinated effectively in keeping with their intended designs.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How effective is the program's organizational structure in forming a logical sequence among the instructional components of teacher education, such as skill and content preparation, pedagogical instruction, and field experiences, and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation?
- How effective is the coordination between the program's faculty and staff; between the education unit and other academic departments on campus, and between the institution and local districts and schools where candidates pursue field experiences?
- How well does the overall design of the program ensure consistency between a stated rationale that has a sound theoretical and scholarly basis, and relevancy to the contemporary conditions of schooling (such as recent demographic changes)?

Reading Certificate

Category 1: Program Design and Curriculum Standards

Standard 2

Developing Fluent Reading

The program provides each candidate with current research-based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels, including speakers of English and English language learners. The program provides instruction in: linguistic elements (including phonemic awareness and the phonological and morphological structure of the English language); decoding/word attack strategies (such as systematic instruction in sound-symbol relationships); spelling instruction; the role of extensive practice with appropriate materials (such as decodable texts); and skills and strategies that contribute to independent reading.

Rationale

An understanding of the relationship between beginning reading skills, extensive opportunities to practice those skills and to incorporate them into the overall reading process as it relates to the development of fluent readers at all grade levels is essential to leaders in the field of reading and language arts.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How well does the program provide candidates with the knowledge and skills necessary to provide extensive and effective reading and writing practice for students, including reading in connected texts and reinforcing that reading through writing experiences?
- How effective are the experiences that develop candidates' abilities to teach skills and strategies that contribute to independent reading and writing? Consider the following:
 - Phonemic awareness.
 - Linguistics, including the phonological/morphological structure of the English language.
 - Transfer strategies from primary language reading skills into English language reading skills.

- Instructional strategies and materials appropriate for struggling readers.
- Decoding/word attack strategies, including systematic instruction in sound-symbol relationships.
- Spelling instruction.
- How effective are opportunities for candidates to develop advanced skills and in-depth knowledge for helping students become strategic, independent, and fluent readers and writers?

Reading Certificate

Category 1: Program Design and Curriculum Standards

Standard 3

Comprehension and Study Strategies

The program provides each candidate with current research-based skills and knowledge about reading comprehension, including foundational skills in academic language, background knowledge, concept formation, and vocabulary development. The program provides candidates with skills and knowledge related to the teaching of comprehension strategies such as text analysis (both narrative and expository text structure); thinking and study strategies (such as inference, summarization, predicting, questioning and clarifying); and independent reading of high quality books.

Rationale

A thorough understanding of the importance of the development of comprehension skills and of instructional methods for increasing comprehension ability in students is essential for leaders in the field of reading and language arts. These leaders must be able to aid in the application of comprehension skills to the development of effective study strategies.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How well does the program's coursework increase candidates' pedagogical content knowledge in the following areas?
 - Extensive experience developing listening and reading comprehension skills using high quality and multicultural literature and informational text.
 - Creating an understanding of the nature, uses, and development of academic language and background knowledge and its role in reading comprehension and writing.
 - Emphasizing the critical role of vocabulary concept development.
 - Scaffolding strategies which assist English language learners with comprehension.

- Is the program's coursework effective in addressing comprehension strategies such as text analysis and narrative and expository text structure?
- Does the program coursework include effective instruction in the development of thinking strategies?
- Does the program coursework include effective instruction in the teaching of comprehension and study strategies such as inference, summarization, predicting, questioning and clarifying?
- Does the program provide coursework on research, teaching strategies, and motivational strategies related to independent reading of high quality books?
- How effectively does the program provide candidates with the skills necessary to apply their knowledge of literature and expository text for children and adolescents to improve comprehension strategies?

Reading Certificate

Category 1: Program Design and Curriculum Standards

Standard 4

Planning and Delivery of Reading Instruction Based on Assessment

The program provides opportunities for each candidate to participate in the ongoing assessment and evaluation of students' reading and writing, including speakers of English and English language learners. Each candidate masters the planning and delivery of appropriate reading and writing instruction, based on formal and informal assessment and evaluation results, to meet the reading and writing needs of all students. Instruction in the program includes extensive candidate experience in the assessment and evaluation of student reading and writing, and emphasizes the relationship between assessment and instruction.

Rationale

Assessment is a link between the students and the instructional program. Thus, the delivery of a reading and writing curriculum for students who are proficient, students who are English language learners, and students with reading difficulties must have as its basis effective assessment and evaluation.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Does the program provide candidates with a knowledge base for selection, appropriate use, and interpretation of formal and informal measures of students' reading and writing levels as well as specific instructional needs?
- Does the program provide a knowledge base that allows candidates to consider the student's English language skills as part of the assessment process?
- Are candidates given effective opportunities to develop skills for communicating assessment results to teachers, administrators, school board members, parents, and students?
- How effective is the program in providing candidates with skills for aligning instructional strategies, materials, and programs (including strong intervention programs) with assessment results?

- Does the program provide candidates with strong skills to apply assessment tools and provide teaching opportunities through instructional technology?

Reading Certificate

Category 1: Program Design and Curriculum Standards

Standard 5

Intervention Strategies at Early and Intermediate Reading Levels

The program provides each candidate with knowledge of and ability to apply instructional models and strategies that align with ongoing assessment results. The program focuses on research-based intervention models that are effective at early and intermediate reading levels.

Rationale

Successful intervention is the key to helping struggling readers build the reading and writing skills necessary for school success. A thorough understanding of the appropriate use of intervention models and strategies both in and outside of the classroom is essential for leaders in the field of reading and language arts.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How effective is the program in providing skills for candidates to deliver successful intervention strategies based on individual differences, knowledge of home and community literacy practices, and the English language skills of students?
- Does the program provide candidates with research-based knowledge, skills, and experience in the alignment of reading and writing intervention models and strategies with on-going assessment results?
- Does the program provide candidates with research-based knowledge, skills, and experience in the effective use of curriculum and instructional approaches for students who are experiencing difficulties becoming readers? Consider the following:
 - the use and management of flexible grouping in the classroom
 - small group and one-on-one tutoring techniques
 - the use of technology as an instructional tool

- working with students and families to support the reading acquisition process
 - scaffolding strategies which assist students with comprehension difficulties
 - curricula approaches and instructional intervention strategies, including comprehension and text analysis, that are appropriate for older students who are struggling readers
- Does the program provide candidates with a strong knowledge base for the selection and appropriate use of formal and informal measures of student knowledge and abilities, progress, and achievement, as well as specific areas of difficulty?

Reading Certificate

Category 1: Program Design and Curriculum Standards

Standard 6

Areas of Study Related to Reading and Language Arts: Certificate Level

In the program, each candidate acquires a professional perspective through examination of research and research-based practice pertaining to how students learn to read; the structure of the English language, including phonology, morphology, and orthography; second language acquisition; relationships among language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

Rationale

An effective Reading Certificate holder must develop an understanding of the research in areas related to reading and language arts and its implications for evaluating student progress and making instructional decisions.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How well does the program emphasize methodologically-sound research and provide extensive experience in instructional uses of the following:
 - Models of balanced comprehensive literacy instruction.
 - Reading and writing skills and strategies for speakers of non-standard English and English language learners.
 - Understanding and respecting individual differences including ethnic, cultural, gender, linguistic, and socio-economic differences.
 - Comprehension strategies and literature components including strategies to promote and guide pupil independent reading.
 - The use of oral language in a variety of formal and informal settings.
 - Attention to the development of strategies for writing, including pre-writing, drafting, revising, editing, publishing, and assessment strategies for writing.

- The linguistic structure of the English language including phonology, morphology, and orthography.
- Uses of examining the development of student's spelling and of providing strategies that develop spelling skills.
- In the program, how effective is instruction in the psychological and socio-linguistic aspects of reading and writing?
- Do candidates have sufficient opportunities to examine and demonstrate knowledge about relationships among theory, research, practice, and decision-making in the field of reading and language arts education?

Reading Certificate Category 2: Field Experience Standard

Standard 7

Application and Reinforcement Through Field Experiences

Each candidate in the program completes field experiences that relate to the candidate's professional goals; enable the candidate to integrate theory and practice; include work with beginning readers, English language learners, and students with reading difficulties; and provide opportunities to demonstrate and reinforce knowledge and skills that are embedded in the Program Design and Curriculum Standards. In the fieldwork, each candidate practices the assessment of struggling readers at both early and intermediate levels of reading acquisition, and the tutoring or small-group instruction of struggling readers at two or more reading levels, including the non-reader level and one or more higher levels. The program places candidates at field sites where the instructional approaches and methods are consistent with a balanced comprehensive program of reading and language arts instruction. Institutional faculty and field-site faculty collaborate in program design and implementation.

Rationale

Individualized field experiences enable each candidate to demonstrate proficiency in the practice and adaptation of skills and strategies. These experiences may take place in a variety of appropriate settings such as university clinics and/or courses, school site laboratories and classrooms.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Is the program effective in providing a planned sequence of field activities that include:
 - the direct and meaningful application of theories and principles that are taught in the program; and
 - opportunities for candidates to analyze and evaluate their experiences on the basis of these theories and principles.
- Are all participants in the field component well oriented to program goals, purposes, expectations and evaluation procedures?

- Are the field settings diverse and do they provide sufficient experiences with English language learners, beginning readers, and students with reading difficulties?
- Are the field experiences appropriate for the candidates and for attainment of program goals?
- How well does the program provide candidates with ongoing guidance, assistance, and feedback that encompass all of the Standards of Candidate Competence and Performance?
- How carefully does the program document each candidate's performance and her/his attainment of all Standards of Candidate Competence and Performance with the use of multiple measures?

Reading Certificate

Category 3: Standards of Candidate Competence and Performance

Standard 8

Application of Research-Based and Theoretical Foundations

Each candidate articulates and applies an understanding of the research basis and theoretical foundations for instruction in reading and language arts, and of relevant research and theories pertaining to language, assessment and evaluation.

Rationale

Reading Certificate level professionals must be able to identify, apply, and communicate the research and theory on which their instructional practices are based.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate the ability to communicate the research-based and theoretical foundations on which their instructional decisions and practices are based to administrators, colleagues, students, and parents?
- Are candidates effective in developing assessment plans and instructional plans based on knowledge of methodologically-sound research and theory that focus on helping students to become strategic, independent and fluent readers and writers?
- How effective is the program in preparing candidates to develop plans based on knowledge of research and theory that focuses on helping students to comprehend literature and informational text?
- Are candidates well prepared to develop plans based on knowledge of research and effective practice pertaining to the integration of specialized curriculum and instruction for struggling readers with ongoing instruction in the classroom?

Reading Certificate

Category 3: Standards of Candidate Competence and Performance

Standard 9

Curriculum and Instructional Practices

Each candidate demonstrates effective instructional practices and intervention models and strategies in reading and language arts instruction for English speakers and English learners. Each candidate demonstrates a thorough understanding of the research basis and theoretical foundations for alternative instructional practices and intervention models and strategies, and of fundamental issues related to these professional practices.

Rationale

Reading Certificate professionals should practice reading and language arts and intervention strategies that are solidly based on research and theoretical foundations.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate the ability to provide quality instruction in varied settings which may include a reading resource room, tutoring, and a regular classroom working with a total class, a small group, or an individual student?
- Do candidates demonstrate knowledge and ability to establish productive learning environments where all students are respected?
- How well do candidates demonstrate the ability to implement instructional strategies that foster language acquisition?
- Are candidates well prepared to make appropriate selections and uses of instructional resources?
- Are candidates well prepared to utilize teaching strategies that provide equal access for all students to an excellent reading and language arts curriculum?
- Do candidates demonstrate extensive knowledge of curriculum and instructional approaches for students who are experiencing difficulties in reading and language arts, including broad knowledge of programs and materials?

- Are candidates well prepared to fulfill school-site-level leadership roles in the area of reading and language arts?

Reading Certificate

Category 3: Standards of Candidate Competence and Performance

Standard 10

Crosscultural Practices

Each candidate demonstrates the ability to respect, understand and teach students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences.

Rationale

The Reading Certificate level professional must be able to establish and maintain relationships with all students. In addition, these professionals must be able to assist other teachers, administrators, and personnel in understanding the reading and language arts needs of a diverse population.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates consistently demonstrate knowledge, awareness, respect and understanding for cultural and linguistic diversity? Consider the following:
 - Teaching strategies, including knowledge of language and reading transfer issues from primary language instruction.
 - Literature which reflects students' language and cultural background.
 - Assessment and evaluation techniques.
- How well do candidates demonstrate an understanding of and sensitivity to home and community literacy practices?
- Do candidates demonstrate effective strategies for working with students and families to support the reading acquisition process?

Reading Certificate

Category 3: Standards of Candidate Competence and Performance

Standard 11

Assessment, Evaluation, and Instruction

Each candidate demonstrates the ability to assess and evaluate students' needs, abilities and achievement by using a variety of measures: formal and informal; individual and group. Each candidate demonstrates the ability to apply what is learned through assessment and evaluation to the development and delivery of appropriate instruction in reading and language arts.

Rationale

Appropriate instruction for each student should be based on accurate information about the students' needs, abilities and achievement level. The Reading Certificate level professional must possess the skills and ability to accurately assess and evaluate each students' reading and language arts skills and to provide appropriate and meaningful instruction based on the knowledge gained from the assessment.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate the ability to evaluate, construct, select and use a variety of measures to identify and assess student competencies, needs, skills and abilities, progress, achievement, interests and attitudes, and to identify important new content for students to learn?
- Do candidates demonstrate the ability to use a variety of methods and technologies to assess and evaluate students, and to align instructional strategies, materials, and programs with assessment results?
- Do candidates demonstrate effectiveness in evaluating and selecting appropriate teaching strategies to assure the development of students' knowledge and skills based on the results of assessments?
- How well do candidates demonstrate the knowledge and skill needed to align reading intervention strategies with ongoing assessment results?

- Are candidates prepared to effectively communicate assessment results and the rationale for instructional decisions to teachers, administrators, parents, and students?

Part B

**Standards of
Quality and Effectiveness for the
Reading and Language Arts Specialist Credential**

**(In Addition to All Program Standards
for the Reading Certificate)**

| | |
|--------------------|--|
| Category 4: | Program Design and Curriculum Standards |
| Category 5: | Field Experience Standard |
| Category 6: | Standards of Candidate Competence and Performance |

Reading and Language Arts Specialist Credential Category 4: Program Design and Curriculum Standards

Standard 12

Leadership Skills and Professional Development

The program provides in-depth knowledge, skills and experiences that enable each candidate to develop an advanced professional perspective on reading and language arts curriculum, instruction and assessment. The program provides specialized activities and effective experiences that promote leadership skills and foster the ongoing professional development of all candidates.

Rationale

The role of the Reading and Language Arts Specialist encompasses teaching, resource, and leadership responsibilities. Candidates completing the program must be prepared to work with students and their families, teachers, administrators, allied professionals, district/county office personnel, school board members, and community members.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How effective is the program in providing knowledge, skills, and experience for candidates to implement and evaluate reading and language arts programs?
- How productive is the program in fostering the school-site leadership responsibilities of reading and language arts specialists, particularly for modifying curriculum based on program evaluation results?
- Does the program provide extensive resources for and opportunities to work constructively with students, peers, parents, administrators, allied professionals, district/county office personnel, school board members, and community members?
- Does the program help candidates to become effective in providing professional leadership through the planning, presentation, and evaluation of in-service programs and other staff development activities for teachers?
- Does the program help candidates to gain knowledge, skills, and experience in modeling effective teaching strategies for teachers and colleagues?

- Does the program encourage candidates to participate in professional activities and organizations relating to ongoing professional development?
- Is the program effective in providing skills and knowledge so candidates can use appropriate resources, including computer and video technologies?
- Does the program consistently encourage candidates and provide knowledge for them to remain current with methodologically-sound research and its application to classroom practice?

Reading and Language Arts Specialist Credential Category 4: Program Design and Curriculum Standards

Standard 13 Research and Evaluation Methodology

The program provides knowledge and skills in research design and methodology that enable each candidate to understand emerging findings in the literature related to literacy education. The program provides focused knowledge and skills in local program evaluation methods that enable the candidate to generate reliable information about local program strengths, weaknesses, and effects.

Rationale

An understanding of research methodology is an essential component of leadership skills. The ability to analyze existing programs, implement change on the basis of that analysis and to critically examine the research and program recommendations of others in the field is an invaluable aid in the decision-making and leadership process.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Are candidates given multiple opportunities to understand and demonstrate knowledge of relationships among theory, research, and practice?
- Are candidates given the sufficient opportunities to acquire skills in program evaluation methodology so candidates are able to generate needed information about program strengths, weaknesses, and overall success?
- Does the program foster a knowledge base that provides for the analysis of current research in reading and language arts, and relates research findings to the analysis of programs and materials for local decision-making purposes?
- How well are candidates prepared to develop research-based needs assessments for school-site and district-wide reading and language arts curriculum decisions?

Reading and Language Arts Specialist Credential Category 4: Program Design and Curriculum Standards

Standard 14

Areas of Study Related to Reading and Language Arts: Specialist Level

Through critical examination of sound research and theoretical literature, each candidate in the program acquires an advanced professional perspective about how students learn to read; the structure of the English language, including phonology, morphology, and orthography; relationships between language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.

Rationale

An effective Reading and Language Arts Specialist must develop an in-depth understanding of the research in reading and language arts and related areas of study and its implications for making instructional decisions, evaluating student progress and program effectiveness, and designing staff development programs.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Does the program emphasize a critical examination of research and provide extensive experience in instructional applications? Consider the following:
 - Models of balanced comprehensive literacy instruction.
 - Comprehension strategies and literature components including methods to encourage pupil independent reading.
 - The use of oral language in a variety of formal and informal settings.
 - Attention to the development of strategies for writing, including pre-writing, drafting, revising, editing, publishing, and assessment strategies for writing.
 - Vocabulary, background knowledge, and analysis of text structure.
 - The linguistic structure of the English language including phonology, morphology, and orthography.

- Uses of examining the development of student's spelling and of providing strategies that develop spelling skills.
- How well does the program foster clear understanding of the psychological and sociolinguistic aspects of reading and writing? Consider the following:
 - perception, memory, concept development, reasoning, and problem solving; and
 - the role and process of student engagement in reading and writing.
- Are candidates given extensive opportunities to examine, understand and demonstrate knowledge of relationships among theory, research, practice, and decision-making?
- Do candidates have sufficient opportunities to practice consultation and interpersonal communication skills?

Reading and Language Arts Specialist Credential Category 4: Program Design and Curriculum Standards

Standard 15

Preparation for Meeting the Reading and Writing Needs of All Students

The program provides theoretical and research-based skills and knowledge about how children from a variety of socio-cultural and linguistic backgrounds become proficient readers. Within this context, the program includes study and instruction in the specific needs of students who are English language learners, students with reading difficulties, and students who are proficient readers and writers.

Rationale

Effective leaders in the area of reading and language arts instruction must be prepared to adapt and apply programs, curriculum, assessment, and instructional approaches to meet the needs of all students.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Is the program effective in fostering knowledge, skills, and experience in recognizing individual differences (including ethnic, cultural, gender, linguistic, and socio-economic differences) and their relationship to reading acquisition? Consider the following:
 - Transfer strategies from primary language reading skills into English language reading skills.
 - Reading and writing skills and strategies for speakers of non-standard English and English language learners.
 - Scaffolding strategies which assist English language learners with comprehension.
 - Teaching strategies that allow for individual differences.

- Are candidates given sufficient opportunities to develop knowledge about psychological, sociolinguistic, and cultural factors in literacy acquisition?

Consider the following:

- Understanding of how culture and socio-economic factors influence socialization including beliefs and behaviors.
- Cognition, affect, and motivation and the relationship to reading.
- Cultural and socio-economic communication factors within the home and community and their relationship to literacy acquisition.
- Knowledge and strategies to modify and adapt instructional content practices and curriculum to ensure optimal reading acquisition.
- Familiarity with literature that reflects the multicultural population in California.
- How well does the program provide candidates with knowledge, skills, and experience in the use of intervention strategies that accelerate the reading progress of struggling readers?
- Is the program effective in providing candidates with knowledge, skills, and experience in selecting, designing and implementing intervention programs for students with reading disabilities?
- Does the program provide candidates with knowledge, skills, and experience in the effective use of curriculum and instructional approaches that support the continued progress of students who gain reading skills with ease?

Reading and Language Arts Specialist Credential Category 5: Field Experience Standard

Standard 16 Advanced Clinical Experiences

Each candidate in the program completes advanced clinical experiences that relate to the candidate's professional goals, enable the candidate to integrate theory and practice, and provide opportunities for the candidate to demonstrate and reinforce knowledge and skills that are embedded in the Program Design and Curriculum Standards. At the Reading and Language Arts Specialist level, clinical activities include intensive work with beginning readers and in-depth experience with students who have severe reading difficulties. The program places candidates where the clinical approaches and methods are consistent with a balanced, comprehensive program of literacy and language education. Institutional faculty and clinical faculty collaborate in program design and implementation.

Rationale

Individualized clinical experiences enable each candidate to demonstrate an advanced level of proficiency in the practice and adaptation of skills and strategies. These experiences may take place in a variety of appropriate settings such as university clinics and/or courses, school site laboratories and classrooms.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Does the program include a planned sequence of advanced clinical activities? Consider the following:
 - the direct and meaningful application of theories and principles that are taught in the program; and
 - opportunities for candidates to analyze and evaluate the experience on the basis of these theories and principles.
- Are all participants in the clinical experience well-oriented to program goals, purposes, expectations and evaluation procedures?

- Are the clinical activities sufficiently intensive? Do they include extensive experience diagnosing and teaching students at the beginning reading level and students with severe reading difficulties?
- Are the clinical experiences appropriate for each candidate and for the attainment of program goals?
- Is the program effective in providing candidates with ongoing guidance, assistance, and feedback that encompass all of the Standards of Candidate Competence and Performance?
- How carefully does the program document each candidate's performance and her/his attainment of all Standards of Candidate Competence and Performance with the use of multiple measures?

Reading and Language Arts Specialist Credential

Category 6: Standards of Candidate Competence and Performance

Standard 17

Professional Leadership

Each candidate demonstrates skills and knowledge that are needed to provide effective leadership in making program, curriculum, instructional and intervention decisions, and in providing successful staff development to assure the effective implementation of those decisions.

Rationale

Reading and Language Arts Specialists should be prepared to provide site-level and district-level leadership in both programmatic and staff development areas to assure cohesive and effective reading and language arts instruction.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Are candidates well prepared to design, implement and evaluate reading and language arts programs?
- Are candidates equipped to modify curriculum based on program evaluation?
- Are candidates prepared to be effective in communicating the rationale for program and instructional decisions to students, peers, parents, administrators, allied professionals, district/county office personnel, school board members, and community members?
- Are candidates well prepared to provide professional leadership through the planning, presentation, and evaluation of in-service programs and other staff development activities for teachers?
- Do candidates consistently demonstrate skill and knowledge in modeling effective teaching strategies for teachers and colleagues?
- Do candidates demonstrate a commitment to ongoing personal professional development and to remaining current with research and its application to classroom practices?

- Do candidates demonstrate knowledge about and the ability to access appropriate resources, including computer and video technologies?

Reading and Language Arts Specialist Credential

Category 6: Standards of Candidate Competence and Performance

Standard 18

Analysis and Application of Research and Evaluation

Each candidate demonstrates the effective use of research as a basis for the analysis of program strengths, weaknesses, and overall success. Each candidate learns to analyze and apply current research in reading and language arts, and to evaluate instructional programs and published materials for decision-making purposes.

Rationale

Reading and Language Arts Specialists are responsible for program and curriculum decisions at school-site and district levels and should have the ability to base their decisions upon the critical analysis and practical application of research.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- How effectively do candidates demonstrate the ability to communicate relationships among theory, research, and practice, and to apply that knowledge for decision-making purposes?
- Do candidates demonstrate skill in using research designs and methodologies for generating needed information about program strengths, weaknesses and overall success?
- Do candidates demonstrate the ability to develop research-based needs assessments for school-site and district-wide reading and language arts curriculum?

Reading and Language Arts Specialist Credential

Category 6: Standards of Candidate Competence and Performance

Standard 19

Advanced Professional Perspective

Each candidate demonstrates advanced understanding and application of effective reading and language arts instruction, intervention, curriculum and program planning. Each candidate acquires an in-depth knowledge and understanding of specialized areas of study that influence and affect teaching and learning in the field of reading and language arts including, but not limited to, the structure of the English language and the sociolinguistic and psycholinguistic foundations of professional practice.

Rationale

An effective Reading and Language Arts Specialist must have an in-depth understanding of the research in reading and language arts and related areas of study and its implications for making instructional decisions, evaluating student progress and program effectiveness, and designing staff development programs.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate the ability to examine research critically, and to use the results of that examination for instructional applications?
- Do candidates demonstrate extensive knowledge of psychological and sociolinguistic aspects of reading and writing?
- Do candidates demonstrate a clear understanding of relationships among theory, research, practice, and decision-making?
- Do candidates demonstrate deep knowledge of curriculum and instructional approaches for students who are experiencing difficulties in reading and language arts, including a broad and in-depth knowledge of instructional programs and specialized materials?
- Do candidates demonstrate effective consultation and interpersonal communication skills?

Reading and Language Arts Specialist Credential

Category 6: Standards of Candidate Competence and Performance

Standard 20

Meeting the Reading and Writing Needs of All Students

Each candidate demonstrates research-based knowledge and in-depth understanding of how students from a variety of socio-cultural and linguistic backgrounds learn to read. Within this context, each candidate demonstrates a strong understanding of the specific needs of students who are English language learners, students with reading difficulties, and students who are proficient readers and writers.

Rationale

Effective leaders in the area of reading and language arts instruction must be able to adapt and apply programs, curriculum, and instructional approaches to meet the needs of all students.

Questions to Consider

The following questions are designed to assist accreditation team members during training and accreditation reviews. They may also assist institutions in preparing for initial accreditation of programs and continuing accreditation of institutions.

- Do candidates demonstrate effective skills and extensive knowledge related to individual differences and their roles in reading acquisition?
- Do candidates demonstrate in-depth knowledge of psychological and cultural factors in language acquisition?
- How well do candidates demonstrate skills and knowledge related to effective intervention programs for students with severe reading difficulties?
- How well do candidates demonstrate skills and knowledge related to the effective use of curriculum and instructional approaches that support the continued progress of students who gain reading skills with ease?